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The acquisition of the Dutch quantitative pronoun ER: the role of background language(s)

Sanne Berends  Petra Sleeman  Aafke Hulk  Jeannette Schaeffer

Introduction

This study looks at transfer from L1 French and L1 English to the L2 Dutch. We specifically look at the ability to judge and imitate morpho-syntactic and semantic structures with the quantitative pronoun ER.

Semantics

Based on Full Transfer/Full Access,

Predictions

We specifically look at the ability to judge and imitate morpho-syntactic and semantic structures with the quantitative pronoun ER. This study looks at the L2 acquisition of the Dutch quantitative pronoun ER.

Comparison results French-Dutch and English-Dutch

Linear models in R

In the Si the L1 English speakers behaved as we expected, however the L1 French speakers did not: apparently they behave just like the L1 English speakers.

Participants

L1 Dutch (N=25), highly advanced, level > B2
L1 English (N=26), highly advanced, level > B2
L1 Dutch (N=25)

Average years of exposure: L1 French (22:1)
L1 English (19:7)

Materials

Grammaraticlality Judgement Task
3 experimental conditions (N=30), 15 fillers
Sentence imitation Task
3 experimental conditions (N=12), 8 fillers
Dutch Vocabulary Task, Digit Span, Questionnaire

Syntactic and semantic structures with the quantitative pronoun.

Materials

Based on Full Transfer/Full Access, Schwartz & Sprouse (1994)

Comparison results French-English

Dutch

L1 French
L1 English

✓ presence
positive
negative
✓ absence
positive
positive

✓ indefiniteness
positive
negative
✓ definiteness
negative
positive

✓ non-presuppositionality
positive
positive

✓ presence
positive
negative

✓ absence
positive
positive

✓ indefiniteness
no difference

✓ definiteness
no difference

✓ non-presuppositionality
no difference

✓ presuppositionality
no difference

Discussion

Our predictions were based on Dutch being the L2 for both groups. However, all of the L1 French participants speak English too, and since all participants live in The Netherlands they come into contact with English on a regular basis. This leads to the idea that Dutch is in fact their L3.

By considering Dutch as an L3 for the L1 French group, we implemented the L2 Status Factor (Bardel and Falk 2007) that claims that the L2 acts as a filter, thereby blocking transfer from the L1 at the syntactic level. Thus, the L2 might have a bigger impact on learning the L3 than the L1. In that case we do not expect to find significant differences between the L1 French and the L1 English groups.

No significant difference between the L1 French and L1 English groups have been found in the GJT, thereby confirming the L2 Status Factor.

Conclusion

Our goal was to look at the role of L1 French and L1 English on the L2 acquisition of the Dutch quantitative pronoun ER. However, we found that for the L1 English group Dutch is considered the ‘real L2’, and for the L1 French group English should be considered the L2 and Dutch the L3, thereby confirming the L2 Status Factor.

References and Acknowledgements


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